

**STATE ACTION FOR EDUCATION LEADERSHIP POLICY (SAELP)
ASPIRING PRINCIPAL PREPARATION SURVEY RESULTS
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Authors

Dr. James S. Rinehart,
University of Kentucky,
Department of Administration and Supervision

Dr. Paul A. Winter,
University of Louisville,
Leadership, Foundations, and Human Resource Education

Dr. John Keedy,
University of Louisville,
Leadership, Foundations, and Human Resource Education

Dr. Lars G. Björk,
University of Kentucky,
Department of Administration and Supervision

College of Education, University of Kentucky
111 Dickey Hall, Lexington, Kentucky 40506-0017
(606)-257-2450, (FAX) 257-1015, jsrine01@uky.edu

Introduction:

National trends and state level education reforms have resulted in highly complex and changing roles for school principals and district superintendents in terms of the job expectations, relations between these two executives, and complementary roles with school and district governing bodies (school council, local school board), teachers, parents and the community. Understanding these issues and taking informed action will require collecting and analyzing relevant data and developing state and regional databases on educational leaders and leadership.

Kentucky Department of Education (KDE) received a Wallace-Readers Digest grant to conduct research on the nature of school and district leadership, examine the administrator shortage, and to review state policies that govern their work. Kentucky's Proposal, "State Action for Education Leadership Project" (SAELP), was significant in that it proposed to conduct a comprehensive study of these issues and establish a state database before developing a strategy for enhancing the quality of leadership through recruiting, training and retaining high quality principals and superintendents. Subsequently the Wallace-Readers Digest Fund awarded the Kentucky Department of Education a grant for Phase II of the project (2002-2003).

An important part of this work is to conduct research on the nature of administrators' work, examine the administrator shortage, explore what is needed to improve instruction, and to review state policies. These efforts are being directed towards enhancing the nature and quality of leadership through improving candidate pools, recruitment, training and retention of high quality

principals and superintendents, including women and minorities. A state consortium including the Kentucky Board of Education, the Education Professional Standards Board, the Governor's Office, the General Assembly, and a variety of state and local education, business, and civic groups, and institutions of higher education is advising the SAELP project.

Dr. James Rinehart and Dr. Lars G. Björk at the University of Kentucky in collaboration with Dr. Paul Winter and Dr. John Keedy, University of Louisville are conducting this research study under the auspices of University Council for Education Administration's (UCEA) Center for the Study of the Superintendency at the University of Kentucky for the Kentucky Department of Education (KDE). Surveys were confidential and voluntary and data are stored at the UCEA Joint Program Center for the Study of the Superintendency at the University of Kentucky and the Kentucky Department of Education. Findings from 9 separate yet related studies will establish a comprehensive state database for reconfiguring principal and superintendent roles, professional preparation, and guide a policy analysis venue directed towards removing barriers and guiding reform initiatives. Nine (9) research surveys have been developed including: (1) Superintendent Practicing; (2) Individuals Holding Superintendent Certification; (3) Individuals Pursuing Superintendent Certification; (4) Principal Practicing; (5) Principal Certified; (7) Teacher Leader; (8) Principal Search, and (9) School Boards. Findings can contribute to formulating next generation leadership policies in Kentucky. Findings of each study are reported separately.

EXECUTIVE SUMMARY

The participants in this study were individuals who are aspiring principals and who are enrolled in a preparation program. A total of 515 aspiring principals (completing coursework at this time) responded to a survey questionnaire mailed to a statewide list of 737 individuals. Whenever the number of respondents to the survey items reported in this summary is less than 515, this indicates some individuals did not respond to that item. The highlights of the analysis are as follows:

- ?? Aspiring principals in preparation programs in Kentucky average 35-36 years of age, a majority are females, an overwhelming majority are Caucasians, and nearly 80% are married with 33% having one or two children.
- ?? These aspiring principals **were most likely** to pursue a position as an elementary principal or central office administrator and **were not inclined** to pursue a position as a middle school or high school principal.
- ?? When asked to indicate how capable these respondents felt about becoming a principal, they indicated they were capable, but it was a weak response.
- ?? The aspiring principals indicated that they were satisfied with the following job characteristics in their current role: "opportunity to use talents," "sense of achievement," "opportunity to try my way of doing things," "vacation time they have," "overall job security," and "opportunity to serve others."

?? When asked about their expected job satisfaction if they were to become a principal, these aspiring principals indicated the following: “opportunity to use talents,” “freedom to make decisions,” sense of achievement,” “opportunity to try my way of doing things,” “experience varied activities,” and “opportunity to give direction.”

?? When asked why they earned principal certification, these aspiring principals indicated the following: “increase their salary,” “become qualified as a principal,” “expand career options,” “assume greater leadership role in their district,” “be an innovative leader,” “assist teachers with curriculum development,” “assist teachers with instructional innovations,” and “improve student learning opportunities.”

These respondents did not agree that they completed a principal program because it was the only option to obtain a Rank I.

?? These aspiring principals believe the following changes in the job of the principal would make it more attractive: “higher salary,” “help with paperwork,” “better benefits,” “assign some duties to other personnel,” “make more classroom visits,” “time to supervise teachers,” “time to observe student work,” “helping teachers with instructional strategies,” “more involvement with student activities,” and making school a safe place for students.”

?? These aspiring principals disagreed that the following barriers would hinder them from becoming a principal: “spouse must change jobs,” “requires a career change,” “may not want to become a principal,” “be assigned to a school with a high percentage of at-risk students,” “need to know too much about school law,” “baggage with present council would force them to change schools to become a principal,” “special education issues take too much time,” “school safety and violence problems,” and “evaluating peers.”

?? There 87% of these aspiring principals that rated the credibility of their professors in educational administration as good or excellent and over 82% rated the preparation program as good or excellent.

?? These aspiring principals agreed with 13 of the 15 items on changing leadership and governance roles for schools administrators in Kentucky. Some of these statements include the following: “principals are catalysts for continuous school improvement,” “principals distribute leadership in the school and community,” “principals make student learning the focal point of school,” and “principals serve as instructional leaders and school managers.”

They disagreed that “boards communicate with citizens, organizations, and agencies.”

?? When given an opportunity to react to a principal position depicted in a valid Kentucky job description, these participants were likely to accept an interview and, if offered, they were likely to accept the job.

A detailed summary of the results follows.

What was the average age of the individuals responding to this survey?

The average age of the respondents was 35.57 years of age (standard deviation = 8.12) with a range of 23 to 59 years.

What was the distribution of male and female respondents to this survey?

There were 303 females (58.7%) and 207 males (40.1%) responding to this study, however, 6 (1.2%) participants did not indicate whether they were male or female.

What was the ethnicity of the respondents to this survey?

There were 27 (5.2%) African Americans, 476 (92.2%) Caucasians, 5(1.0%) Hispanics, who checked responses to this item. There were 2 (.4%) respondent who checked “other” and 6 (1.2%) individuals who did not respond to this item.

What was the marital status of these respondents?

There were 406 (78.7%) married and 101(19.6%) single respondents. In addition, 9 (1.7%) did not respond to this item.

How many dependent children did these respondents have?

The average number of dependent children was 1.30 (standard deviation = 1.08) and the range was from zero (0) to five (5). There were 91 (17.6%) respondents who indicated that they had two (2) children and another 86 (21.6%) reported that they had one (1) child. There were 207 (40.1%) that did not respond to this item.

What was the educational level of these respondents?

The respondents were to check all degrees that they held, however, it appears that not everyone interpreted this question in the same way. For example, all respondents should hold the bachelor’s degree, yet only two-thirds reported that they had earned this degree. There were 324 (62.8%) that reported holding a bachelor’s degree, 354 (68.6%) that held a Master’s degree, 38 (7.4%) that held a Specialist degree, and 2 (.4%) that held a doctorate.

What degrees are these practicing principals pursuing?

There were 117 (22.7%) pursuing a second Master’s Degree, 126 (24.4%) pursuing a Specialist Degree, and 19 (3.7%) pursuing a Doctorate.

In what year did the respondents earn their highest degree?

These responses ranged from 1968 to 2004. Apparently some respondents provided the date they plan to complete their degree

The respondents were asked to rank the administrative positions (assistant principal/Dean, elementary principal, middle school principal, high school principal, or central office administrator), which would be the one they would prefer to pursue.

A majority of the respondents indicated that they would prefer to start their administrative career as an assistant principal or dean of students, as there were 203 (39.3%) who ranked this position first and 143 (27.7%) who ranked it second.

These respondents also ranked the elementary principalship high on their preference list. For example, 112 (21.7%) ranked this position highest and another 134 (26.0%) ranked it second highest.

The next preference was to be a central office administrator as 135 (26.2%) ranked this position highest and another 67 (13.0%) ranked it second highest.

There was little preference for the position of middle school principal as only 22 (4.3%) and 79 (15.3%) ranked it highest and second highest. Likewise, little preference was indicated for the high school principalship as only 36 (7.0%) and 72 (14.0%) ranked it highest and next highest, respectively.

In what year do the respondents expect to become eligible to assume a position as an assistant principal or principal?

The average (median) year that these respondents would obtain principal certification was in 2002 and the range was from 1987 to 2015.

How capable did these respondents feel about becoming a principal?

The scale for this item ranged from “Not at all Capable” (coded a 1) to “Extremely Capable” (coded a 5). Given this scale, the average response was 3.69 (standard deviation = 1.24), which indicates these respondents perceive they are capable of becoming a principal, but not “Extremely Capable.”

What is the CURRENT JOB SATISFACTION with their current role?

The participants responded to 20 items about current job satisfaction on a 5-point scale that ranged from “Not at All Satisfied” (coded a 1) to “Extremely Satisfied” (coded a 5). For the purposes of this analysis, we consider average scores of 2.5 or lower to indicate the respondents were not satisfied and average scores of 3.5 or higher to indicate the respondents were satisfied. Low and high scoring items are in bold print. There were 13 high scoring items and no low scoring items.

Job Characteristic	Number Responding	Average	Standard Deviation
1. Opportunity to use talents	506	4.02	.89
2. Salary	508	2.75	1.02
3. Work Climate	507	3.73	1.01
4. Freedom to make decisions	508	3.80	.93
5. Sense of achievement	508	3.96	.90
6. Opportunity to try my way of doing things	506	3.99	.95
7. Vacation time I have	505	4.22	2.30
8. Income I receive from extra-service pay	499	2.85	1.21
9. Time with family	507	3.29	1.20
10. Extra income in summer	498	3.11	1.17
11. Overall job security	506	4.25	.86
12. Hours worked per week	508	3.39	1.16
13. Opportunity to advance	507	3.54	1.16
14. Hours worked per year	508	3.55	1.11
15. Effect on spouse's career	468	3.58	1.03
16. Experience varied activities	505	3.62	1.01
17. Opportunity to serve others	508	4.18	.85
18. Way district policies are implemented	507	3.08	1.04
19. Opportunity to give direction	505	3.56	.97
20. Recognition for doing good job	508	3.16	1.16

The participants responded to 20 items about current job satisfaction on a 5-point scale that ranged from “Not at All Satisfied” (coded a 1) to “Extremely Satisfied” (coded a 5). These results were disaggregated into male, female, and minority categories. As in the preceding section, average scores of 2.5 or lower indicate the respondents were not satisfied and average scores of 3.5 or higher indicate the respondents were satisfied. After disaggregating the results, the means are very similar for males, females, and minorities. For example, the participants,

regardless of category, identified items 1, 3, 4, 5, 6, 7, 11, 15, 16, 17, and 19 as characteristics of their teaching position that satisfied them. Males also indicated that item 14 (hours worked per year) satisfied them.

Job Characteristic	Male		Female		Minority	
	N	Mean(S.D.)	N	Mean(S.D.)	N	Mean(S.D.)
1. Opportunity to use talents	268	4.06(.92)	255	3.98(1.06)	22	3.68(1.17)
2. Salary	269	3.24(1.10)	257	3.27(1.15)	22	2.95(1.33)
3. Work Climate	269	3.94(.98)	255	3.87(1.11)	22	3.55(1.18)
4. Freedom to make decisions	269	3.91(1.00)	255	3.80(1.10)	22	3.68(1.21)
5. Sense of achievement	269	3.83(.99)	255	4.01(.96)	22	3.73(1.20)
6. Opportunity to try my way of doing things	269	3.92(.97)	256	3.89(1.08)	22	3.95(1.09)
7. Vacation time I have	268	3.79(1.14)	255	3.87(1.22)	22	3.41(1.22)
8. Income I receive from extra-service pay	264	2.80(1.26)	243	2.70(1.35)	22	1.91(1.02)
9. Time with family	270	3.26(1.20)	255	3.33(1.28)	22	3.05(1.50)
10. Extra income in summer	262	2.83(1.25)	233	2.76(1.33)	21	2.24(1.22)
11. Overall job security	269	4.22(.91)	254	4.32(.89)	22	4.00(.93)
12. Hours worked per week	271	3.46(1.16)	256	3.43(1.27)	22	3.09(1.38)
13. Opportunity to advance	269	3.38(1.18)	253	3.37(1.30)	21	2.95(1.20)
14. Hours worked per year	269	3.52(1.13)	252	3.37(1.18)	22	3.27(1.32)
15. Effect on spouse's career	253	3.49(1.08)	220	3.60(1.13)	18	3.50(1.04)
16. Experience varied activities	270	3.80(1.05)	252	3.90(1.08)	22	3.36(1.26)
17. Opportunity to serve others	271	4.14(.89)	252	4.28(.84)	22	4.09(1.11)
18. Way district policies are implemented	271	3.31(1.09)	250	3.31(1.18)	21	3.14(1.28)
19. Opportunity to give direction	271	3.80(.94)	252	3.78(1.02)	22	3.82(1.10)
20. Recognition for doing good job	269	3.25(1.21)	250	3.47(3.50)	22	3.27(1.16)

What is the EXPECTED JOB SATISFACTION if respondents were to become a principal?

The participants responded to 20 items about expected job satisfaction if they were to become a principal on a 5-point scale that ranged from “Not at All Satisfied” (coded a 1) to “Extremely Satisfied” (coded a 5). For the purposes of this analysis, we consider average scores of 2.5 or lower to indicate the respondents were not satisfied and average scores of 3.5 or higher to indicate the respondents were satisfied. Low and high scoring items are in bold print. There were 13 high scoring items and no low scoring items.

Job Characteristic	Number Responding	Average	Standard Deviation
1. Opportunity to use talents	497	4.22	.75
2. Salary	497	3.76	.88
3. Work Climate	498	3.96	.80
4. Freedom to make decisions	499	3.99	.77
5. Sense of achievement	498	4.18	.71
6. Opportunity to try my way of doing things	498	4.10	.74
7. Vacation time I have	497	3.24	1.02
8. Income I receive from extra-service pay	490	3.06	1.13
9. Time with family	495	2.64	1.07
10. Extra income in summer	491	2.78	1.12
11. Overall job security	496	3.63	.99
12. Hours worked per week	497	2.86	1.09
13. Opportunity to advance	498	3.93	.85
14. Hours worked per year	496	3.04	1.06
15. Effect on spouse's career	464	3.26	1.09
16. Experience varied activities	496	4.12	.73
17. Opportunity to serve others	496	4.38	.72
18. Way district policies are implemented	497	4.02	.85
19. Opportunity to give direction	497	4.27	.69
20. Recognition for doing good job	496	3.52	.97

The participants responded to 20 items about expected job satisfaction if they were to become a principal on a 5-point scale that ranged from “Not at All Satisfied” (coded a 1) to “Extremely Satisfied” (coded a 5). These data were disaggregated into the categories of male female, and minority. For the purposes of this analysis, we consider average scores of 2.5 or lower to indicate the respondents were not satisfied and average scores of 3.5 or higher to

indicate the respondents were satisfied. There was agreement about the satisfaction these participants perceived if they were to become principals. For example, there was common agreement with items 1, 2, 3, 4, 5, 6, 11, 13, 16, 17, 18, and 19. Males and females rated item 20 (recognition for doing a good job) higher (more than 3.5) than minority participants (rating was less than 3.5).

Job Characteristic	Male		Female		Minority	
	N	Mean(S.D.)	N	Mean(S.D.)	N	Mean(S.D.)
1. Opportunity to use talents	250	4.16(.83)	241	4.32(.86)	19	3.74(1.15)
2. Salary	249	3.75(1.01)	243	3.88(1.07)	20	4.00(1.08)
3. Work Climate	247	3.88(.91)	241	4.11(.85)	19	3.53(.96)
4. Freedom to make decisions	247	3.93(.92)	242	4.09(.92)	20	4.00(.92)
5. Sense of achievement	249	4.07(.92)	243	4.23(.86)	20	4.05(.89)
6. Opportunity to try my way of doing things	249	4.01(.89)	243	4.33(2.03)	20	3.70(.80)
7. Vacation time I have	247	3.22(1.14)	242	3.26(1.18)	20	2.95(.95)
8. Income I receive from extra-service pay	244	3.10(1.20)	232	3.09(1.33)	19	2.16(1.17)
9. Time with family	247	2.60(1.09)	242	2.65(1.13)	20	2.40(1.05)
10. Extra income in summer	240	2.69(1.24)	228	2.84(1.37)	19	2.32(1.29)
11. Overall job security	249	3.78(1.05)	240	3.78(1.10)	20	3.25(1.07)
12. Hours worked per week	247	2.81(1.16)	242	2.91(1.24)	20	2.65(1.27)
13. Opportunity to advance	246	3.73(.99)	239	3.82(1.03)	20	3.45(1.05)
14. Hours worked per year	247	2.97(1.16)	238	2.97(1.20)	19	2.79(1.13)
15. Effect on spouse's career	239	3.19(1.06)	205	3.33(1.16)	16	3.19(1.05)
16. Experience varied activities	247	4.05(.86)	237	4.28(.86)	20	3.75(1.12)
17. Opportunity to serve others	249	4.34(.79)	239	4.51(.67)	20	4.35(.59)
18. Way district policies are implemented	247	3.90(.98)	238	4.12(.92)	20	3.80(.95)
19. Opportunity to give direction	249	4.20(.77)	239	4.37(.71)	20	4.20(.70)
20. Recognition for doing good job	249	3.46(1.09)	238	3.64(1.09)	20	3.35(1.23)

What are the reasons the respondents had for earning principal certification?

The participants responded to 12 items about why they elected principal certification on a 5-point scale that ranged from “Not at All Important” (coded a 1) to “Extremely Important” (coded a 5). For the purposes of this analysis, we consider average scores of 2.5 or lower to indicate a reason was not important and average scores of 3.5 or higher to indicate the reason was important. There were eleven (11) items all had averages that were above 3.5 and one (1) item had an average below 2.5.

I earned principal certification to:	Number Responding	Average	Standard Deviation
To be qualified as an assistant principal	508	3.77	1.20
Increase my salary	508	4.11	.94
To be qualified as a principal	510	4.26	1.55
Expand my career options	510	4.68	.57
Pursue professional development	510	3.79	1.07
Assume greater leadership role in my district	509	4.27	.90
Improve my job status	507	4.17	.90
Be an innovative leader	510	4.45	.73
Assist teachers with curriculum development	509	4.15	.91
Assist teachers with instructional innovations	509	4.27	.85
Improve student learning opportunities	510	4.57	.71
Earn Rank I, principal program was only available option	501	2.11	1.33

The participants responded to 12 items about why they elected principal certification on a 5-point scale that ranged from “Not at All Important” (coded a 1) to “Extremely Important” (coded a 5). These items were disaggregated into categories of male, female, and minority. For the purposes of this analysis, we consider average scores of 2.5 or lower to indicate a reason was not important reason to become principal and average scores of 3.5 or higher to indicate the reason was important for a person to become a principal. These items were similar as the first 11 items were rated as being important for earning principal certification. Item 12 (Earn Rank I, principal was only available option) was rated as being unimportant by all groups of students in the preparation program.

I earned principal certification to:	Male		Female		Minority	
	N	Mean(S.D.)	N	Mean(S.D.)	N	Mean(S.D.)
To be an assistant principal	273	3.75(1.22)	258	3.47(1.46)	23	4.26(1.18)
Increase my salary	275	4.15(.90)	260	3.99(1.11)	23	4.04(1.02)
To be qualified as principal	275	4.36(.85)	258	4.45(.93)	22	4.64(.58)
Expand career options	275	4.55(.61)	260	4.64(.69)	23	4.70(.47)
Pursue professional development	275	3.66(1.07)	260	3.95(1.08)	23	3.70(1.30)
Assume leadership role in district	275	4.23(.86)	258	4.36(.96)	23	4.17(.94)
Improve job status	275	4.18(.91)	260	4.13(1.05)	23	4.09(1.04)
Be an innovative leader	274	4.07(.90)	260	4.39(.90)	23	4.17(1.11)
Assist teachers with curriculum development	274	3.86(1.00)	260	4.39(.88)	23	4.17(.94)
Assist teachers with instructional innovations	274	4.03(.95)	260	4.42(.90)	23	4.26(.96)
Improve student learning opportunities	274	4.47(.74)	259	4.68(.71)	23	4.48(.85)
Earn Rank I, principal program was only available option	269	1.98(1.17)	256	1.73(1.16)	22	2.00(1.07)

What job aspects do aspiring principals believe would make the role more attractive?

The participants responded to 15 items about changing the job of the principal to make it more attractive to applicants. These items were measured on a 5-point scale that ranged from “Not at All Likely” (coded a 1) to “Very Likely” (coded a 5). For the purposes of this analysis, we consider average scores of 2.5 or lower to indicate the respondents were unlikely to think the item(s) would make the job of the principal attractive, while average scores of 3.5 or higher would indicate the respondents perceived the item(s) would make the job of the principal attractive. All items were rated as likely to make the job of being a principal more attractive.

Job Changes	Number Responding	Average	Standard Deviation
Higher salary	511	4.32	.84
Help with paperwork	509	4.20	.93
Better retirement benefits	510	4.19	.88
Assign some duties to other personnel	509	4.18	.91
More vacation days	509	3.96	.99
Increase authority	508	3.80	.97
Make more classroom visits	509	4.03	.95
Time to supervise teachers	509	4.08	.91
Work on curriculum development	511	3.89	.96
Time to observe student work	510	4.13	.90
Helping teachers with instructional strategies	509	4.16	.83
Making school a safe place for students	510	4.35	.84
More involvement with student activities	508	4.12	.95
Help with school safety and violence issues	510	4.14	.93
Help with the school budget	509	3.95	.98

The participants responded to 15 items about changing the job of the principal to make it more attractive to applicants. These items were measured on a 5-point scale that ranged from “Not at All Likely” (coded a 1) to “Very Likely” (coded a 5). These items were disaggregated by male, female, and minority categories. For the purposes of this analysis, we consider average scores of 2.5 or lower to indicate the respondents perceived those items as unlikely to make the job of the principal more attractive, while average scores of 3.5 or higher indicated the respondents perceived the item(s) would make the job of the principal attractive. These data were disaggregated into the categories of male, female, and minority. Regardless of category, these respondents indicated that all items would make the job of principal more attractive.

Job Changes	Male		Female		Minority	
	N	Mean(S.D.)	N	Mean(S.D.)	N	Mean(S.D.)
1. Higher salary	274	4.30(.97)	261	4.04(1.19)	22	4.09(1.11)
2. Help with paperwork	274	4.31(.85)	262	4.24(.98)	23	4.39(.78)
3. Better retirement benefits	273	4.07(1.00)	262	4.01(1.12)	23	4.00(.95)
4. Assign some duties to other personnel	274	4.22(.85)	262	4.26(.95)	23	4.35(.98)
5. More vacation days	274	3.89(1.03)	262	3.86(1.17)	23	3.87(1.14)
6. Increase authority	274	3.93(.99)	261	3.74(1.12)	23	4.00(.74)
7. Make more classroom visits	274	3.91(1.02)	260	4.07(.98)	23	4.09(.95)
8. Time to supervise teachers	274	4.18(.88)	262	4.25(.92)	23	4.26(.86)
9. Work on curriculum development	274	3.76(.98)	259	4.13(.98)	23	4.30(.77)
10. Time to observe student work	274	4.03(.91)	259	4.30(.89)	23	4.43(.73)
11. Helping teachers with instructional strategies	273	4.05(.88)	261	4.34(.83)	23	4.39(.84)
12. Making school a safe place for students	274	4.32(.79)	260	4.21(.99)	23	4.61(.50)
13. More involvement with student activities	273	4.01(.93)	262	4.01(1.01)	23	4.22(.95)
14. Help with school safety and violence issues	274	4.09(.89)	262	4.05(1.01)	23	4.30(.77)
15. Help with the school budget	272	3.89(.95)	261	3.79(1.10)	22	4.05(1.05)

What did these aspiring principals say were barriers to becoming a principal?

The participants responded to 25 items about why they might be unlikely to pursue the job of a principal on a 5-point scale that ranged from “Strongly Disagree” (coded a 1) to “Strongly Agree” (coded a 5). For the purposes of this analysis, we consider average scores of 2.5 or lower to indicate the respondents perceived the item(s) not to be a barrier to becoming a principal, while average scores of 3.5 or higher indicated the respondents viewed the item(s) as being a barrier to becoming a principal. Low and high scoring items are in bold print. There were 10 low scoring items and no high scoring items.

I would be <u>unlikely</u> to pursue the job of principal because . . .	Number Responding	Average	Standard Deviation
May have to move to another district	513	2.99	1.33
Work year becomes longer	514	2.96	1.29
Primary person responsible for new initiatives	515	2.65	1.18
Spouse must change jobs	484	2.28	1.42
Hours they work per week increases	514	3.10	1.29
Extent of job duties increases	514	3.02	1.29
Degree of accountability increases	514	3.26	1.29
Hours worked per day increases	514	3.14	1.29
Requires a career change	514	2.19	1.15
Satisfied with current job	510	3.22	1.28
Deal with issues surrounding councils	511	2.68	1.19
May not want to be a principal	511	2.05	1.26
Application process is too burdensome	512	2.69	1.19
Cause them to lose touch with students	515	2.83	1.85
Inadequate authority given high-stakes accountability	514	3.08	1.16
Assigned to school with high percentage of at-risk students	514	2.48	1.14
Assigned to school below CATS goal	514	2.47	1.16
Fist assigned as AP for student discipline	515	2.58	1.31
Held responsible for CATS & standardized test results	515	2.80	1.24
Need to know too much about school law	514	2.27	1.11
Baggage with council force them to change schools to become a principal	511	1.81	1.05
Special education issues take too much time	513	2.51	1.26
Little knowledge about doing school budgets	511	2.60	1.13
School safety and violence problems	512	2.36	1.09
Have to evaluate teacher peers	512	2.17	1.12

The participants responded to 25 items about why they might be unlikely to pursue the job of a principal on a 5-point scale that ranged from “Strongly Disagree” (coded a 1) to

“Strongly Agree” (coded a 5). For the purposes of this analysis, we consider average scores of 2.5 or lower to indicate the respondents did not view the item(s) as being a barrier to becoming a principal, while average scores of 3.5 or higher indicated the respondents perceived the item(s) as being a barrier to becoming a principal.

Teachers are unlikely to pursue the job of principal because	Male		Female		Minority	
	N	Mean(S.D.)	N	Mean(S.D.)	N	Mean(S.D.)
May have to move to another district	274	3.23(3.32)	257	2.95(1.49)	23	2.83(1.27)
Work year becomes longer	273	2.90(1.30)	257	2.54(1.42)	23	2.43(1.12)
Primary person responsible for new initiatives	273	2.60(1.29)	256	2.40(1.20)	23	2.43(1.08)
Spouse must change jobs	263	2.61(1.40)	231	2.09(1.41)	22	2.36(1.40)
Hours they work per week increases	275	3.16(1.34)	256	2.90(1.44)	22	2.82(1.53)
Extent of job duties increases	275	3.08(1.31)	256	2.80(1.46)	23	2.78(1.31)
Degree of accountability increases	275	3.38(1.31)	256	3.16(1.38)	23	3.35(1.34)
Hours worked per day increases	275	3.26(1.35)	256	2.82(1.50)	23	3.09(1.47)
Requires a career change	275	2.32(1.22)	256	2.09(1.28)	23	2.22(1.09)
Satisfied with current job	272	3.44(1.23)	256	3.43(1.36)	23	2.91(1.38)
Deal with issues surrounding councils	275	3.05(1.34)	253	2.76(1.38)	23	2.70(1.55)
May not want to be a principal	269	2.43(1.52)	257	2.37(1.54)	23	2.74(1.48)
Application process is too burdensome	275	3.11(1.36)	257	2.83(1.42)	23	3.00(1.45)
Cause them to lose touch with students	273	2.77(1.26)	256	2.45(1.29)	23	2.35(1.34)
Inadequate authority given high-stakes accountability	275	3.33(1.25)	257	2.83(1.23)	23	3.26(1.42)
Assigned to school with high percentage of at-risk students	274	2.64(1.25)	257	2.28(1.18)	22	2.45(1.26)
Assigned to school below CATS goal	275	2.57(1.23)	255	2.37(1.21)	23	2.30(1.33)
Fist assigned as AP for student discipline	275	2.49(1.33)	256	2.27(1.44)	23	2.96(1.15)
Held responsible for CATS & standardized test results	275	3.04(1.30)	256	2.63(1.29)	23	2.61(1.50)
Need to know too much about school law	273	2.35(1.18)	256	2.02(1.06)	22	1.82(.85)
Baggage with council force them to change schools to become a principal	273	2.10(1.25)	253	1.67(1.07)	23	1.96(1.11)
Special education issues take too much time	273	3.18(1.35)	254	2.65(1.41)	22	3.18(1.60)
Little knowledge about doing school budgets	272	2.41(1.12)	254	2.21(1.08)	22	1.95(1.00)
School safety and violence problems	273	2.38(1.15)	255	2.28(1.16)	23	2.39(1.20)
Have to evaluate teacher peers	265	2.05(1.06)	249	1.92(1.05)	23	1.87(1.14)

The respondents were asked to rate their graduate preparation programs.

1. On the whole, how would you rate the credibility of professors of educational administration with whom you have come into contact?

Rating	Frequency	Per Cent
Excellent	237	45.9
Good	215	41.7
Fair	45	8.7
Poor	11	2.1
No Opinion	3	.6

2. In general, how would you evaluate non-university-based professional development/training in which you have participated?

Rating	Frequency	Per Cent
Very Useful	85	16.6
Useful	182	35.3
Somewhat Useful	175	33.9
Not Useful	49	9.50
No Opinion	18	3.50

3. In general, how would you evaluate graduate programs in educational administration in your state in preparing individuals for the principalship?

Rating	Frequency	Per Cent
Excellent	156	30.2
Good	271	52.5
Fair	66	12.8
Poor	17	3.3

4. What were the major weaknesses of your graduate study program? List in order the top 3, 1 being the weakest area.

Item	Most Important	Very Important	Important	Not Selected	No Response
Low quality of teaching	200(38.8%)	136(26.4%)	82(15.9%)	60(11.6%)	38(7.4%)
Low quality of course content	63(12.2%)	147(28.5%)	182(35.3%)	86(16.7%)	38(7.4%)
Low quality of other education courses	32(62.2%)	38(7.4%)	87(16.9%)	321(62.2%)	38(7.4%)
Instructor's failure to link course content to practice	185(35.9%)	109(21.1%)	70(13.6%)	113(21.9%)	38(7.4%)

5. What were the major strengths of your graduate study program? List in order the top 3, 1 being most important.

Item	Most Important	Very Important	Important	Not Selected	No Response
High quality of teaching	55(10.7%)	74(14.3%)	108(20.9%)	189(36.6%)	90(17.4%)
High quality of course content	71(13.8%)	174(33.7%)	94(18.2%)	88(17.1%)	89(17.2%)
High quality of other education courses	196(38.0%)	70(13.6%)	62(12.0%)	99(19.2%)	89(17.2%)
Ability of professors to link course content to practice	101(19.6%)	52(10.1%)	100(19.4%)	175(33.9%)	88(17.1%)

How did these aspiring principals view the leadership and governance?

The respondents were asked to indicate their agreement or disagreement with statements about the changing leadership and governance role for school administrators in Kentucky and rated each statement on a 5-point scale (1= Strongly Disagree, 5=Strongly Agree). For the purposes of this analysis, we consider average scores of 2.5 or lower to indicate disagreement with the statement and average scores of 3.5 or higher to indicate agreement with the statement. The respondents were in agreement with 13 of the statements and only disagreed with one statement.

Statements on leadership and governance	Number Responding	Average	Standard Deviation
Teachers work in teams to identify learning problems	511	3.68	1.12
Teachers work in teams to solve problems	510	3.80	1.06
Teachers and principals collectively make decisions about curriculum and student learning	511	3.75	1.11
Assistant principals are experts in curriculum/instruction/learning	507	2.87	2.21
Principals are catalysts for continuous school improvement	511	4.10	.91
Principals distribute leadership in the school and community	508	4.05	.94
Principals make student learning the focal point of school	507	4.08	1.01
Principals serve as instructional leaders and school managers	510	4.17	.94
Principals and superintendents work to enhance student learning	511	3.98	1.00
Superintendents lead with others in the district and community	508	3.79	1.15
Superintendents emphasize meeting student learning needs	510	3.82	1.15
Superintendents create awareness of children's well-being	509	3.67	1.15
Boards emphasize student learning in making decisions	508	3.47	1.21
Boards and superintendents work as an executive leadership team on policy and management issues	509	3.61	1.13
Boards communicate with citizens, organizations, and agencies	511	3.41	1.22
Boards represent the interests of all citizens in the community.	511	3.20	1.33

The respondents were asked to indicate their agreement or disagreement with statements about the changing leadership and governance role for school administrators in Kentucky and rated each statement on a 5-point scale (1= Strongly Disagree, 5=Strongly Agree). For the purposes of this analysis, we consider average scores of 2.5 or lower to indicate disagreement with the statement and average scores of 3.5 or higher to indicate agreement with the statement. The respondents agreed with the majority of the statements. Specifically, male and female responses were similar with female responses being slightly higher than male. Minority respondents had somewhat higher means for each item.

Statements on leadership and governance	Male		Female		Minority	
	N	Mean(S.D.)	N	Mean(S.D.)	N	Mean(S.D.)
Teachers work in teams to identify learning problems	207	3.54(1.07)	298	3.78(1.15)	31	4.00(1.21)
Teachers work in teams to solve problems	208	3.63(1.05)	298	3.93(1.04)	31	4.32(.01)
Teachers and principals collectively make decisions about curriculum and student learning	207	3.61(1.10)	298	3.85(1.11)	31	4.13(.96)
Assistant principals are experts in curriculum/instruction/learning	206	2.68(1.13)	507	2.87(1.21)	31	3.16(1.19)
Principals are catalysts for continuous school improvement	207	4.00(.90)	511	4.10(.91)	31	4.29(.69)
Principals distribute leadership in the school and community	205	3.99(.92)	508	4.05(.94)	31	4.26(.86)
Principals make student learning the focal point of school	206	3.91(1.08)	507	4.08(1.01)	31	4.39(.76)
Principals serve as instructional leaders and school managers	206	4.12(.94)	510	4.17(.94)	31	4.39(.76)
Principals and superintendents work to enhance student learning	207	3.87(.97)	511	3.98(1.00)	31	4.35(.80)
Superintendents lead with others in the district and community	205	3.70(1.14)	508	3.79(1.15)	31	4.03(1.05)
Superintendents emphasize meeting student learning needs	206	3.71(1.10)	510	3.82(1.15)	31	4.06(1.03)
Superintendents create awareness of children's well-being	206	3.63(1.05)	509	3.67(1.15)	31	3.77(1.18)
Boards emphasize student learning in making decisions	206	3.39(1.20)	508	3.47(1.21)	31	3.94(1.06)
Boards and superintendents work as an executive leadership team on policy and management issues	206	3.51(1.12)	509	3.61(1.13)	31	4.03(.95)
Boards communicate with citizens, organizations, and agencies	207	3.33(1.12)	511	3.41(1.22)	31	3.74(1.15)
Boards represent the interests of all citizens in the community.	207	3.09(1.30)	511	3.20(1.33)	31	3.52(1.46)

The participants were asked to respond to two (2) items about the job of principal as portrayed in a formal principal job description such as those used in Kentucky. The job description the respondents reacted to is shown below.

JOB DESCRIPTION – SCHOOL PRINCIPAL

SCOPE OF RESPONSIBILITIES

Assumes responsibility for planning, implementing, supervising, and maintaining the educational program to achieve the district's goals. The scope is determined by school size, student characteristics, programs mandated by student needs, and community expectations.

THE PRINCIPAL IS THE SCHOOL LEADER FOR . . .

- | | |
|--|--|
| - Curriculum/instruction to meet student needs | - Multi-cultural, gender, and racial diversity |
| - Personnel supervision and evaluation | - Supervising extra-curricular programs |
| - School council decision-making | - Equipment and facilities management |
| - Public and school-community relations | - Regulations and accreditation standards |
| - Fiscal records/accounting practices | - Parent organization/school program |

MINIMUM QUALIFICATIONS

- Master's degree in education
- Eligible to begin Kentucky Principal Internship Program (KPIP)
- Three years teaching experience (As defined in KRS 161.220 and KRS 161.720)

DESIRABLE QUALIFICATIONS

- Rank I with Kentucky Administrator (Principal) certification in administration and supervision
 - Experience with/working knowledge of current school program and procedure
 - Demonstrated ability to work with groups from diversified backgrounds
-

The two rating items are:

1. If offered, how likely would you be to accept an interview for the principal job described?

The respondents were likely to accept an interview for the principal's position as described (mean = 4.11 and standard deviation = 1.04 on a 5-point scale with 5 being the high rating).

2. If offered, how likely would you be to accept the principal job described?

The respondents were likely to accept the principal job described (mean = 3.79, standard deviation = 1.08 on a 5-point scale with 5 being the high rating).